

UNIVERSITY OF CONNECTICUT

SCHOOL OF SOCIAL WORK

ACADEMIC PLAN

2009 - 2014

A MESSAGE FROM DEAN SALOME RAHEIM

As the School of Social Work celebrates its 60th anniversary, I am pleased to present our Academic Plan for 2009-2014. This document is the result of a collaborative process led by the members of the Academic Planning Committee and the thoughtful participation of the School's many constituent groups. The plan presents a set of goals and strategic steps to advance the School's mission and that are aligned with *Our World, Our People, Our Future: The University of Connecticut Academic Plan 2009 – 2014*.

The University of Connecticut School of Social Work is among the top-ranked schools of social work in the nation and is the largest and highest ranked public MSW program in New England. In September 2002, the School launched the only public doctoral social work program in the region. Located in a research intensive university, the school's scholarly endeavors build knowledge to promote social and economic justice, human rights and the health and well-being of citizens of Connecticut and beyond. The School has a track-record of significant external funding, which it is poised to continue and increase.

With a diverse and talented faculty having wide-ranging interests and areas of expertise, the school is well-positioned to define and cultivate focused areas of research excellence. Combining scholarship and professional experience, they provide critical insight into the profession, develop innovative programs and approaches, and develop curricular materials that are used nationally in social work education.

As an integral part of the state's flagship, land-grant university, the School is the major source of MSW-qualified graduates in the state and a significant provider of continuing education resources for ongoing professional development of the state's human services workforce. Situated on the University's Greater Hartford campus, a few miles outside of the capital city of Hartford, the School serves a diverse student population and maintains an extensive network of collaborations with hundreds of human service agencies and state government offices. These relationships provide rich opportunities for learning, practice-oriented scholarship and public engagement.

Our aims are: to ensure our academic programs are responsive to emerging practice and research needs; to increase research productivity and extramural funding; and to enhance public engagement activities. Our aspiration is to increase our national ranking to become one of the top 20 public schools of social work in the nation. We are committed to developing new funding streams and allocating our resources strategically to accomplish the goals of this academic plan.

MISSION AND PROGRAM

MISSION STATEMENT

The mission of the University of Connecticut School of Social Work is to provide professional master's and doctoral level social work education which will contribute to the promotion of social and economic justice, human rights¹, and the improvement of human well being. The School achieves this mission through broad dissemination of state-of-the-art knowledge and skills that are accrued through the high quality research, scholarship and service of its faculty and staff. This mission is derived from the University's commitment to excellence in teaching, research and scholarship, service and outreach, the vision of an expanded international role, and a commitment to public service that brings the knowledge of the University to the people of the state.

At the core of the School's mission is a commitment to education for micro and macro practice methods which focus on the strengths of individuals, families, groups, communities and organizations. This commitment includes helping students develop professional values and ethics, judgment and skills that equip them for life-long critical analysis of their practice, of social welfare policies and services and society's social, economic and political structures and reflects a state, national and international perspective. Graduates are prepared to value human diversity, to work against oppression and discrimination, and to prevent and alleviate the effects of violence and poverty, particularly in urban centers. Respect for human rights both locally and globally is promoted through the School's teaching, scholarship and outreach activities. (Statement approved by SSW faculty, 2007).

CURRENT PROGRAM

The University of Connecticut School of Social Work offers both a professional Master's of Social Work (MSW) degree and a research based Ph.D. in social work. Accredited by the Council on Social Work Education, the School's MSW curriculum educates students in micro and macro practice methods, which focus on the strengths of individuals, families, groups, communities and organizations. The School's advanced concentrations include specializations in Casework, Group Work, Community Organization, Policy Practice and Social Work Administration. Students may also pursue more substantive study in areas such as mental health and addictions, family and children's issues, international issues, and Puerto Rican and African American studies. Dual degree programs offered in conjunction with the University's Schools of Law, Business and Public Health and a joint degree program with the Yale School of Divinity are also available. The educational experience of students is further enhanced by specialized institutes, centers, and projects, which address a range of contemporary issues and professional challenges. These include the Institute for Violence Prevention and Reduction (IVPR), the Nancy A. Humphreys Institute for Political Social Work (NAHIPSW), the Center for

¹ The addition of human rights here is an approved change in the mission statement effective January 2009.

International Social Work Studies (CISWS), and the Puerto Rican & Latino Studies Project (PRLSP).

The student body averages more than 300 full-time and 80 part-time matriculated MSW students, 140 non-matriculated masters level students and 25 full-time PhD students. While the majority of the School's students are from Connecticut and Massachusetts, students also come from other regions of the United States and from other countries. The curriculum is taught by 32 full-time faculty and 40 part-time adjunct faculty members. The School has a demonstrated commitment to diversity, having approximately one-third of our students, staff and faculty identified as members of under-represented racial-ethnic groups. Further, the School is dedicated to enhancing cultural competence, enabling faculty, staff and students to recognize and challenge stereotypes and prejudices and work effectively in the context of difference.

ACADEMIC PLANNING PROCESS

Our World, Our People, Our Future: The University of Connecticut Academic Plan 2009 – 2014, was approved by the University of Connecticut Board of Trustees in September 2008. Stated within that Plan is a charge to all campuses, colleges, schools and departments throughout the University to develop or refine their academic or strategic plans and bring them into alignment with the new University Academic Plan within six months. In response to that charge, Dean Salome Raheim convened the first meeting of the School of Social Work Academic Planning Committee in September 2008. Members appointed included six current members of the school's Faculty Administration Advisory Committee (FAAC), three additional faculty members and three professional staff.

COMMITTEE MEMBERS:

Salome Raheim, Dean
Cheryl Parks, Faculty and Chair (FAAC)
Edna Comer, Faculty (FAAC)
Alex Gitterman, Faculty (FAAC)
Nina Heller, Faculty (FAAC)
Lisa Werkmeister-Rozas, Faculty (FAAC)
Lynne Healy, Faculty
Nancy Humphreys, Faculty
Barris Malcolm, Faculty

Catherine Havens, Associate Dean for
Academic Affairs (FAAC)
Tilitha Conyers, Director of Admissions
Milagros Marrero-Johnson,
Director of Student Services
Peter (Pete) Petrella, OSD/DSS

This academic plan is intended to serve as a roadmap that will guide growth and development and inform resource allocation decisions of the School of Social Work for the next five years. The value and utility of the plan is reliant on the quality and completeness of the process used to construct it. Consequently, multiple opportunities to obtain input from a wide range of constituent groups were employed.

All members of the Academic Planning Committee participated in identifying individuals and groups with a perceived interest or investment in the school's future. Committee members developed six versions of a web-based survey to obtain input from constituent groups. Questions focused on each of the University's five goal areas. Surveys were sent via email to the following constituent groups: Faculty and Professional Staff (n=55); PhD Students (n=28); Non-Faculty Advisors/Adjunct Faculty/STEP Instructors/STEP Advisory Council Members (n=70); MSW Alumni Board Members (n= 19); MSW Student Leaders (n=38); and representatives of Community and Government-Related Agencies and Organizations, primarily Field Instructors (n=55). Surveys were distributed to a total of 265 individuals; a total of 101 completed surveys (38% response rate) were returned.

Data were summarized, distributed and reviewed by all Committee members. Subsequently, members convened for a full day, off campus retreat, at which an initial draft of goals and strategies for the School of Social Work Academic Plan was constructed. This draft and a

summary of survey results were forwarded to all faculty and staff for review and discussion at the school's regularly scheduled November faculty meeting. A copy of Draft One was also emailed to all current students of the school. During the two week period of November 11 – 20, 2008, faculty, staff and students attended a series of six "open forums" to provide feedback, offer suggestions or raise questions related to the draft Academic Plan. In addition, faculty, staff and students were invited to offer anonymous comments using a second web-based survey. Notes taken during the open forums were combined with survey comments and summarized for review by committee members.

Committee members used feedback received to develop a second draft. Draft two was distributed to all faculty and staff for review and was discussed at the December, 2008 faculty meeting. Subsequently, faculty and staff had the opportunity to submit additional comments. A subgroup of the Academic Planning committee used that feedback to construct a third draft, inclusive of goals, strategies, action plans and narrative. In January 2009, draft three was distributed to faculty and staff, as well as 30 members of external constituent groups who expressed interest in providing additional feedback. Faculty and staff used this constituent feedback to inform discussion and final revision of the plan during two in-school meetings convened early in the Spring 2009 semester. Faculty voted to approve the school's Academic Plan 2009 – 2014 on March 23, 2009.

THE ACADEMIC PLAN

What follows is a set of goals and strategic steps that will advance the School of Social Work's standing in five interrelated areas. These goals have been developed in alignment with the University of Connecticut Academic Plan 2009 – 2014 and demonstrate how the School of Social Work will contribute to the overall success of the University plan.

As articulated in the University Plan, the goals identified within each of the five areas listed below will guide the allocation of the school's resources. The five interrelated areas are:

- Graduate and Professional Education
- Undergraduate Education
- Research and Scholarship
- Diversity
- Public Engagement

Within each area, the plan articulates an overarching goal, briefly describes the relationship between that goal and the mission and values underlying the plan, then enumerates strategies with accompanying action steps that will be used to achieve each goal. A sixth goal and strategies for administrative organization, budget and infrastructure are also identified to ensure efficient implementation of the plan. The metrics or performance indicators by which progress in achieving the stated goals will be measured are listed in Appendix 1.

GOAL 1: Graduate and Professional Education

To prepare MSW practitioners and PhD scholars for professional activity that responds to the contemporary and emerging practice needs of our clients, communities, organizations and profession, including preparation for global citizenship.

The University of Connecticut School of Social Work is a leader in graduate social work education in Connecticut, throughout New England and nationally. As an integral part of the state's flagship, land-grant University, the school is celebrating its 60th anniversary as a CSWE-accredited MSW program during the 2008/2009 academic year. The school is the major source of MSW-qualified graduates in the state and a significant provider of continuing education resources for ongoing professional development of the state's human services workforce. Expanding on its leadership role in social work education, the school launched the only public doctoral social work program in the region in September 2002 and graduated its first doctoral students during the 2007/08 academic year. The quality of the school's professional masters and research-based doctoral programs is affirmed by the school's visibility, national reputation, and ranking among the top 25 public social work programs in the nation. Maintaining high quality professional and doctoral education requires a significant commitment of resources. These resources are limited, and we are committed to channeling them strategically.

Strategy A: Enrich MSW and PhD curricula with the most current knowledge and technology available to address contemporary and emerging needs of the workforce.

Action Steps

1. Evaluate, revise, and develop competencies for the MSW curriculum in accordance with professional accreditation standards and professional practice and workforce needs.
2. Continue to enrich the global content in the curriculum to prepare professionals for global citizenship, scholarship, and practice.
3. Strengthen student preparation to engage in culturally competent practice with marginalized groups in the U.S.
4. Increase student competencies in research and evaluation:
 - a. create new opportunities with agencies for students to integrate research in field education
 - b. create new opportunities for student-faculty collaborations in conducting and presenting research (e.g., independent study)

5. Enhance integration of evidenced based practices in curricula while promoting critical examination of practice wisdom and commitment to ongoing monitoring and evaluation of practice effectiveness.
6. Enhance training relationships with state human service agencies by expanding the number of externally funded contracts.
7. Evaluate the Advanced Standing option and act accordingly.

Strategy B: Build upon the school's excellence in promoting social and economic justice, human rights, and the improvement of human well being.

Action Steps

1. Enhance recruitment and retention of a diverse faculty, staff and student body
2. Provide professional development and co-curricular opportunities that enhance cultural competence.
3. Explore and evaluate strategies to increase accessibility of the MSW program (e.g., distance learning, flexible scheduling, and expansion to other campuses).
4. Evaluate, revise and develop competencies for the MSW curriculum that address social and economic justice, human rights and the improvement of human wellbeing.
5. Strengthen opportunities to develop leadership in students to promote social and economic justice, human rights and the improvement of human wellbeing.

Strategy C: Strengthen interdisciplinary partnerships within the university and broaden community collaborations including international partnerships.

Action Steps

1. Evaluate dual degree programs and act accordingly.
2. Evaluate the availability of cross-list courses and act accordingly.
3. Encourage interdisciplinary scholarship and projects by faculty and PhD students.
4. Increase graduate assistantship opportunities external to the school.
5. Create new opportunities for students to learn contemporary and emerging practice issues and applications through community and international collaborations.

Strategy D: Strengthen the field education component of the MSW curriculum as the signature pedagogy of social work education.

Action Steps

1. Hire a faculty Director of Field Education to provide educational leadership.
2. Evaluate and strengthen field education policies and infrastructure supports to enhance the educational quality and consistency of field education. (e.g., SIFI, advisory/supervisory roles, curricula requirements, agency selection criteria)
3. Review field placement policies, options and models and expand as needed to ensure placement opportunities that support curricular objectives and students' ability to fulfill field education requirements.
4. Enhance mechanisms for on-going dialogue between community field agencies and faculty to promote reciprocal exchange about field education.
5. Evaluate efficacy of skills-based labs to enhance student preparation for field placement

Strategy E: Enhance continuing education and post-graduate educational opportunities that address contemporary and emerging practice and workforce needs.

Action Steps

1. Enhance existing and develop new community partnerships to provide professional development and post-graduate training programs.
2. Secure external funding to support professional development and post-graduate training programs.

Strategy F: Increase the capacity of the doctoral program to support student scholarship that adds to the professional knowledge base and addresses contemporary practice and workforce needs.

Action Steps

1. Review and update policies and procedures to improve doctoral program operations and academic and non-academic supports for students.
2. Strengthen mechanisms to support socialization of students to the roles of doctoral student and scholar.

3. Broaden participation of social work faculty in advisory and teaching roles within the doctoral program
4. Improve mechanisms to facilitate student participation in faculty research.
5. Increase funding for doctoral students to participate in professional presentations.

Strategy G: Build capacity of the doctoral program to prepare students as leaders in social work education and the profession.

Action Steps

1. Create new opportunities for doctoral students to develop teaching competencies for social work education (e.g., teaching experience, mentorship, instruction in pedagogy).
2. Develop understanding of the roles and responsibilities of social work educators (e.g., CSWE educational policies and accreditation standards, issues in social work and higher education)
3. Increase graduate assistantship funding to support teaching activities of doctoral students.

Strategy H: Strengthen MSW and doctoral student preparation to transition into professional social work roles.

Action Steps

1. Strengthen mechanisms to support MSW students' professional job seeking skills (e.g., resume writing, interviewing, licensing requirements and salary negotiation).
2. Strengthen linkages between students and the social work alumni association, NASW and other professional associations.
3. Explore and define the role of the school in supporting doctoral students' professional job seeking and develop supports as appropriate.
4. Increase student capacity to provide leadership in the profession.

GOAL 2 Undergraduate Education

Support the university's undergraduate education efforts in preparation of students for careers in human services and graduate social work education.

With a social and economic justice and human rights mission and a curriculum grounded in the social sciences, the School of Social Work makes a unique contribution to enriching undergraduate education. Situated on the Greater Hartford Campus, the school provides pre-professional education to a racially-ethnically diverse and predominantly urban undergraduate population. For over 30 years, the school has collaborated with the College of Liberal Arts and Sciences to offer the Urban Semester Program, which engages students in service learning in urban communities. This unique experience fosters an appreciation of cultural and other human differences, and promotes the development of problem-solving, collaboration and leadership skills. In several undergraduate courses the school offers as a service to the university (e.g., Sociology and Social Welfare; Seminar in Urban Problems), students develop an understanding of complex social issues and related ethical, cultural and policy implications. The pre-professional education we offer undergraduates contributes to building the foundational knowledge and basic skills needed for success and motivation to pursue graduate and professional education. Further, the School's broad community network and faculty expertise are valuable resources to enhance undergraduate courses and service learning programs.

Strategy A: Increase the visibility and accessibility of the School of Social Work as a resource for knowledge, expertise and career development in human services.

Action Steps

1. Publicize faculty areas of expertise and interest in providing guest lectures or participating in undergraduate programs.
2. Appoint a coordinator to facilitate collaborations with undergraduate programs.
3. Increase MSW recruitment activities on the Storrs and regional campuses.
4. Explore feasibility of offering a social work minor.
5. Explore the offering of Sociology and Social Welfare course more regularly on the Storrs and regional campuses.

Strategy B: Maintain participation in the Urban Semester Program.

Action Steps

1. Continue faculty involvement in the Urban Semester seminar course.
2. Secure financial support of the Urban Semester program from other administrative units within the University.
3. Explore increased use of Greater Hartford Campus Undergraduate resources for Urban Semester Program students.
4. Collaborate with Greater Hartford Campus service learning initiatives.
5. Identify a mechanism for Urban Semester Program continuity.

Strategy C: Explore linkages with university service learning-based initiatives.

Action Steps

1. Publicize faculty interest in providing guest lectures and consultation on service learning.
2. Strengthen and enhance collaboration with Urban and Community Studies Program.
3. Explore opportunities for collaboration with faculty, staff and students in the service-learning oriented Study Abroad and Social Entrepreneurship programs.

GOAL 3: Research and Scholarship

Increase the quantity and visibility of quality social work research and scholarship to benefit the profession, the university, the community, the state, the nation and the world.

The University of Connecticut School of Social Work is among the top-ranked schools of social work in the nation and the highest ranked public MSW program in New England. Maintaining that ranking, continuing the school's contributions to the profession and to the state, and improving its national and international prominence depends heavily on building the infrastructure needed to support faculty and students in pursuit of their research and scholarship interests. A key element of building the school's research infrastructure is centralizing responsibility for coordination and support within the administration of the school. Having a diverse and talented faculty with wide-ranging interests and areas of expertise, the school is well-positioned to define and cultivate focused areas of research excellence through which it can further its commitment to the social and economic justice and human rights concerns of the state, the nation and the world. The school enjoys extensive involvement with community and governmental agencies and organizations throughout Connecticut. Identifying and responding to the research and evaluation needs of these organizations will provide one vehicle through which extramural funding for interdisciplinary and translational research activities may be pursued. Active and public dissemination of this research knowledge - through publications, presentations, hosted conferences and other scholarly activities – will further enhance the school's reputation and ability to attract additional extramural funding and another generation of highly talented students and faculty in Connecticut.

Strategy A: Strengthen the school's research infrastructure and increase the extramural funding portfolio.

Action Steps

1. Consider the appointment of an Associate Dean for Research to facilitate and coordinate social work and interdisciplinary research and scholarship activities.
2. Develop and publicize a database of faculty areas of research expertise.
3. Provide support, including consultation and training, to enhance faculty research capacities
4. Increase graduate assistants' and work study students' participation in research projects.
5. Explore interest and opportunity for staff involvement in scholarly activity.
6. Develop support mechanisms to secure external funding (e.g., identify funding opportunities, templates for grant applications, pre-submission and peer reviews of applications).

7. Develop a grant release (workload reduction) policy.
8. Identify and provide seed grants for faculty research, including assistance in applying for internal funding that may lead to external funding.
9. Explore development and funding to create a center for research and evaluation.
10. Increase support for interdisciplinary research activities and research collaborations.

Strategy B: Cultivate focused areas of research excellence

Action Steps

1. Define research excellence.
2. Organize scholarship into focused areas of excellence including but not limited to alignment with centers, institutes and projects.
3. Articulate and publicize focused areas of research excellence.
4. Develop research teams to secure external funding for research in focused areas of excellence.

Strategy C: Intensify efforts to translate research knowledge into best practices.

Action Steps

1. Create new and expand existing collaborations to increase translational research opportunities.
2. Develop a mechanism to receive and share information about opportunities for research collaboration (includes field liaison, alumni and students).
3. Develop field research units in selected agencies.

Strategy D: Increase capacity for publication and other scholarly activity by faculty at all ranks.

Action Steps

1. Host conferences in the school's focused areas of excellence.
2. Increase recognition and rewards for faculty publications and presentations at all ranks.
3. Seek increased funding to support faculty travel for conference presentations.
4. Strengthen mentoring and expand school-based collaborations that result in publications.
5. Recognize and reward faculty participation on editorial boards and related activities
6. Increase seminars related to scholarly productivity.

GOAL 4: DIVERSITY

Ensure a more diverse, inclusive and just community that fosters cultural competence in teaching, scholarship and service.

In this Academic Plan, diversity includes a wide range of human differences. However, particular attention is given to differences that, historically, have been used to target social groups and their members for marginalization, exclusion and discrimination. The School has an outstanding record of racial-ethnic diversity, with over one-third of faculty, staff and students being members of groups that are underrepresented in the university and in higher education. The mission of the School is advanced by this diversity when a welcoming and inclusive environment is created and all members of the School community have equal opportunities to thrive, i.e., creating a just community. In this way, the School becomes a model of and contributor to social justice. Promoting cultural competence (i.e., the ability to work effectively in the context of human difference) among members of the School community supports these aspirations

The global and diverse context of social work education and practice requires that cultural competence be integrated throughout the School's teaching, research and public engagement activities. Faculty and staff must be well prepared to work effectively and inclusively with an increasingly diverse student body. Faculty must also engage in on-going professional development to make the curricular enhancements needed that will prepare students to work with the rapidly changing diversity of client populations. Scholarship is strengthened when principles of cultural competence guide research questions and methods. Public engagement activities are facilitated when the perspectives of diverse community partners are understood and respected. Further development of these capacities requires that the School engage in organizational cultural competence self-assessment and use the data collected to adapt its structures, policies and programs. Advancing organizational cultural competence requires a systemic approach, including change at individual and organizational levels. The goal and strategies articulated in this section of the Academic Plan complement those related to diversity and cultural competence that appear elsewhere.

Strategy A: Increase cultural competence of faculty, administrators and staff.

Action Steps

1. Conduct school wide, ongoing training on individual and organizational cultural competence.
2. Build capacity among faculty, administrators, and staff to discuss and address issues of diversity, oppression, power, privilege and ally strategies.

3. Provide ongoing professional development opportunities for faculty, administrators and staff.
4. Build accountability measures to assure participation of faculty, administrators and staff in professional development activities.

Strategy B: Implement a school-wide cultural competence plan to improve organizational structures, policies, practices and individual capacities to work effectively in the context of human difference and create a welcoming, inclusive and just environment.

Action Steps

1. Develop shared definitions of diversity that include a wide range of human differences, including but not limited to racial-ethnic identity, cultural identity, national origin, native language, dis/ability, sexual orientation, gender identity and expression, socio-economic status, age, religious affiliation and political preference.
2. Develop shared definition of cultural competence and its key components.
3. Create a permanent organizational structure to assess needs and to coordinate planning, implementation, monitoring and evaluation of the cultural competence initiative.
4. Build accountability mechanisms within all units and programs for implementing their respective plans.

Strategy C: Strengthen and support students' preparation for culturally competent professional practice.

Action Steps

1. Identify requisite competencies for MSW and doctoral students.
2. Review and revise curricular content to assure competencies are addressed.
3. Enhance integration of diversity and cultural competence content across curricular units, substantive areas, institutes, projects and centers.

4. Assess and enhance co-curricular learning opportunities to support cultural competence development.

Strategy D: Enhance recruitment and retention of students from under-represented racial-ethnic groups and international students.

Action Steps

1. Partner with alumni, community and governmental organizations to facilitate recruitment of students from under-represented racial-ethnic groups.
2. Increase accessibility of information relevant to admissions and continued matriculation requirements for international students.
3. Develop new and strengthen existing supports available to students from under-represented racial-ethnic groups.
4. Develop new and strengthen existing supports available to international students.

Strategy E: Enhance recruitment and retention of faculty and staff from under-represented racial-ethnic groups.

Action Steps

1. Identify successful strategies used in the past and continue their use.
2. Review relevant demographic changes and devise strategies to recruit faculty and staff that reflect those changes.
3. Create mechanism(s) to welcome, support, include and engage newly recruited faculty and staff from under-represented racial-ethnic groups.

GOAL 5: Public Engagement

Enhance the contributions of the UCONN School of Social Work faculty, staff, and students to the local community, the state, the nation, the profession, and the world through appropriate collaborations and partnerships in the public, private, and voluntary sectors.

As a graduate school of social work located within a land and sea grant university, we provide services throughout Connecticut and the region as an integral part of our mission. Faculty offer their knowledge and expertise to communities and agencies through research, training, consultation and other professional services. Annually, over 300 masters students participate in field education internships, serving individuals, families, groups and communities. The school partners with community public health, education and social service providers, as well as university departments, to co-sponsor activities that engage and enhance the community. These activities promote health, social and economic justice, human rights and the improvement of human well being, particularly in urban centers. While the school has a long and rich tradition of service, these efforts are often not visible or well known. Improved mechanisms to identify, monitor, publicize and recognize these activities will enhance visibility of our current efforts and promote development of future collaborations with communities throughout Connecticut.

Strategy A : Create new and enhance existing systems of communication to promote public engagement activities of the School of Social Work.

Action Steps

1. Develop, publicize and maintain a database of faculty and staff areas of expertise, school facilities, institutes, centers, projects and other resources available to the university, community and governmental agencies and organizations.
2. Develop on-going mechanisms to identify, monitor, prioritize support for, and publicize (marketing plan) faculty and staff public engagement activities and initiatives, highlighting social and economic justice and human rights contributions (for the university and beyond)..
3. Review and update policies and procedures related to use of facilities by the university, community and governmental agencies and organizations.
4. Request input on community engagement opportunities and priorities from the Dean's Advisory Committee.
5. Enhance communication with university media relations to publicize activities of the school with audiences within the university, across the state, nation and world.
6. Participate in the University's institutional Public Engagement efforts.

Strategy B: Strengthen existing reward systems to support public engagement efforts.

Action Steps

1. Include public engagement activities for credit within merit award system
2. Develop processes of recognition for faculty and staff public engagement activities.
3. Monitor and support, as appropriate, the Provost's Public Engagement Forum recommendations for recognition of service.

Strategy C: Develop a school plan to promote environmental sustainability and justice, including reduction of its carbon footprint.

Action Steps

1. Create a committee (i.e. "Green Team") to develop, promote and evaluate environmentally-friendly initiatives throughout the school, campus and community (e.g., make all events "green").
2. Promote reduction in use and recycling of paper, plastics, bottles and cans.
3. Provide information to support ride-sharing and use of public transportation.
4. Consider partnering with community organizations to promote environmentally friendly initiatives.
5. Facilitate continued involvement in the university's corporate social responsibility initiative.

GOAL 6: ADMINISTRATIVE ORGANIZATION, CAPITAL INFRASTRUCTURE, AND BUDGET PROCESSES

Establish administrative, infrastructural, and budget systems designed to efficiently realize the goals of the Academic Plan.

Achieving the goals of the School's Academic Plan will require reallocating resources to identified priority areas. Effective use of existing resources and identification of new resources and revenue streams are essential to the success of the plan. Administrative and support functions must be aligned with the goals of the plan, which will require some reorganization. Additionally, available technologies must be better integrated into the School's administrative operations and academic programs to create improvements and efficiencies. Toward these ends, processes will be established to plan and implement an administrative reorganization, as well as assess and improve the School's IT infrastructure and use of technology.

Strategy A: Establish administrative structures to implement the Academic Plan.

Action Steps

1. Appoint an Associate Dean for Research.
2. Establish an IT Committee to advise on IT priorities and provide on-going IT guidance.
3. Create a permanent organizational structure to implement the School's diversity and cultural competence goals and accountability mechanisms to monitor them.
4. Develop an organizational structure to coordinate and support outreach activities and to increase the visibility of the School.
5. Create a 'Green Team' to promote and monitor environmental initiatives.

Strategy B: Expand existing and pursue new revenue streams, while allocating current resources to support the goals of the Academic Plan.

Action Steps

1. Continue work with UConn Foundation Development Officer to solicit private gifts to support priority areas.
2. Increase applications for external grants and contracts.

3. Explore opportunities for revenue generation through expansion of credit and non-credit programs (e.g., distance/online education, continuing education, and programs in Stamford).

Strategy C: Examine the utility and efficiency of existing units, systems, policies and committee structure, with particular attention to their capacity to support the priorities identified in the Academic Plan and the School's core mission.

Action Steps

1. Establish an ad hoc committee to assess the School's operations and make recommendations for reorganization.
2. Review policies, procedures and budgets to identify opportunities for cost savings.
3. Establish faculty workload policies, including administrative and grant buy-out.

Strategy D: Work collaboratively with UConn administrative units to maintain focus on repairing, improving and maintaining the School's building and grounds, as well as develop plans to accommodate future physical plant needs.

Action Steps

1. Work with the Provost's Office, Greater Hartford Campus director, Facilities Operations and Architectural and Engineering Services to monitor progress on plans for GHC structural repairs and improvements.
2. Continue to report repairs to Facilities Operations and follow-up as needed.
3. Continue to work with the UConn Department of Environmental Health and Safety to improve and maintain indoor air quality.
4. Establish a task force to make recommendations regarding the School's future physical plant needs.